

Before you watch

Work with a partner and discuss the questions.

- 1 What do you think of graffiti art?
- 2 Is there a lot of graffiti where you live?
- 3 Do you think graffiti is art or vandalism?

While you watch**1 David and his work**

Watch David explain his work to Stephanie. What do you learn about David? What do you learn about graffiti? Make notes in the table.

David	graffiti

2 Stephanie tries graffiti

Watch David helping Stephanie. Match the two parts of the sentences.

- 1 A graffiti artist
 - 2 A good graffiti artist
 - 3 When you 'line up',
 - 4 The 'underfill' is
 - 5 The 'borders' and 'backdrop' are
 - 6 The 'overfill' is
 - 7 You 'outline' the piece
 - 8 'Highlights' are added
- a outside of the design.
b colours on the inside of the design.
c just before the tag.
d always draws a design first.
e the detail and decoration.
f is sometimes called a 'writer'.
g you do a rough sketch of your design.
h so it can be seen easily.

**3 The benefits of graffiti art**

Work with a partner. Tick (✓) the jobs you think a graffiti artist can do. Then listen and check.

- | | |
|--------------------------|--------------------------|
| 1 teach | ☐ |
| 2 design clothing labels | ☐ |
| 3 design websites | ☐ |
| 4 design album covers | ☐ |
| 5 paint houses | ☐ |
| 6 design tattoos | ☐ |
| 7 design cars | ☐ |

4 The end of the day

Complete the sentences with the correct form of the verbs in the box.

learn work choose look meet show do

- 1 David loves as a professional graffiti artist.
- 2 David offered Stephanie some of his work.
- 3 David suggested a tag that Stephanie could relate to.
- 4 Stephanie enjoyed how to be a graffiti artist.
- 5 Stephanie would like more graffiti art one day.
- 6 When you're creating a burner you have to stop at it from a distance from time to time.
- 7 Stephanie will probably remember David for a long time.

After you watch

Think of a tag for yourself and draw the design. Your tag should say something about you. Then show your tag to your group and explain the ideas behind the name and the design.

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Life Swap: A graffiti artist

Programme overview

SUMMARY

David Fenton is a professional graffiti artist. His artistic name, or tag, is 'AKS'. He teaches graffiti to young people and is commissioned to create special art works at festivals and for local councils. You can find out more about David Fenton at this website: <http://www.topdogpromotions.co.uk/aks>. If you have access to the Internet, students might find this interesting in relation to this programme.

LANGUAGE

This programme corresponds to Unit 7 of *English in Mind* Second edition Level 3.

Grammar: Verbs + gerunds/infinitives (Unit 7)

Before you watch

Ask students to look at the photos and discuss the questions either in pairs or as a whole group.

While you watch

1 David and his work

This task practises note taking, and listening both for general understanding and for information. Ask students what they remember about David from the first programme of *Life Swap*. Then watch Section 1 and get students to make notes about David and graffiti.

Answers

David	graffiti
• He has been a graffiti artist for 24 years. • He has been professional for five years. • He can't imagine doing anything else. • He got into graffiti through break dancing. • He's decorated buses, caravans, camper vans and walls. • His tag is 'AKS'.	• Burners are big pieces of graffiti art. • Part of hip-hop culture. • Graffiti has its own vocabulary. • Graffiti is a form of expression, a way of life. • You should choose a tag you can relate to.

2 Stephanie tries graffiti

This task expands on graffiti vocabulary. Before starting this task, ask students to read the sentence parts. Then watch Section 2 and get students to match the sentence parts.

Answers 1 f 2 d 3 g 4 b 5 a 6 e 7 h 8 c

3 The benefits of graffiti art

Although graffiti is generally viewed negatively, this section focuses on the more positive uses that graffiti can be put to. Ask students to work in pairs and discuss which of the jobs they think a graffiti artist can do. Then watch Section 3 and get students to check their predictions.

Answers 1, 2, 4, 6

4 The end of the day

This task further practises verbs + gerund/infinitive. Allow students time to read the sentences about David and Stephanie. Students then complete the sentences with the correct form of the verbs in the box. To extend this task, ask students to write gap fill sentences about Stephanie and David. Students leave out the main verb and ask their partners to complete the sentences.

Answers 1 working 2 to show 3 choosing 4 learning 5 to do 6 to look 7 meeting

After you watch

Ask students to think of a tag for themselves and draw it. Their tag should say something about themselves. When they have finished, they should show their design to the group and explain the ideas behind it. Put the completed tags around the classroom and ask students to vote for their favourite tag.